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buy the book in duplicates so as to give each child in the upper-elementary and lower high-school grades an opportunity to read it. The price is most reasonable for the vast quantity of practical information contained in the sixty-two pages of reading matter.

TAPPAN, EVA MARCH, *Our European Ancestors*. Boston: Houghton Mifflin Co., 1918. Pp. viii+263. \$0.76 net.

Here is another volume to add to the thirteen already on the market containing suitable history material for Grade VI as outlined some years ago by the Committee of Eight. So far as the writer can detect the book is little better and probably no worse than most of its thirteen predecessors. It contains well-graded and wisely chosen material on the Greeks, Romans, early Germans, the church in the Middle Ages, the crusades, and discovery and exploration of the New World. Scattered throughout the volume are many well-selected illustrations and maps. At the close of each chapter there are study questions and suggestions for written work. The language is easy enough for the average sixth grade, and the general make-up of the books is such that it will appeal to children of this grade. On a whole, the volume is a valuable addition to the somewhat long list of its kind already in the field.

ENGLEMAN, J. O. *Moral Education in School and Home*. Chicago: Benj. H. Sandborn Co., 1918. Pp. xiv+314. Price \$2.00.

Superintendent Engleman has rendered a notable service to the cause of moral education in the writing of this splendid volume. His long experience in almost every phase of public-school and Sunday-school work has given him the proper background for, and contact with, the problems relative to moral education. The result of this experience is mirrored on most every page of his book.

After a brief introduction the book opens with a chapter on "The Educational Ideal." There then follows a chapter on each of the following: "The Psychology of Moral Education"; "Moral Training through the Example and Personality of the Teacher"; "Moral Education through School Discipline"; "Moral Education through Reading and Literature"; "Morality through History"; "Morals through Biography"; "Moral Training through Current Events"; "The Ministry of Music, Art Education and Morality"; "Moral and Religious Education through Nature Study and Science"; "Moral Induction through Manual Training"; "Moral Training through Play, Physical Culture, Games and Athletics"; "Moral Education through Vocational Direction"; "The Teaching of Thrift as Moral Training"; "Sex Instruction in Relation to Morality"; "Boy Scouting as a Factor in Moral

Education"; "Motion Pictures and Morals"; "Moral Education through the Bible"; and "Moral Lessons from the European War." At the close of each chapter there are a number of timely questions and suggestions and well-selected references for further reading. The book will no doubt find a place in teachers' reading circles and in normal schools and other courses for teacher-training as a text. It will also do good service as a reference book in elementary courses in education wherever such courses are given. Sunday-school teachers, ministers, and many laymen will also find much of value in the volume.

MAROT, HELEN. *Creative Impulse in Industry*. New York: E. P. Dutton & Co., 1918. Pp. xxii+146.

This volume is the result of some experiments and surveys carried on by the author during the past year in connection with her work in the Bureau of Educational Experiments, New York City. It contains four chapters as follows: "Production and Creative Effort; Adapting People to Industry"; "The American Way; Adapting People to Industry"; "The German Way, and Educational Industry"; and "Associated Enterprise." As suggested in the titles of chapters ii and iii, the book is mainly a discussion of the German system of industrial preparation and classification of her future workers, which crushes all their imaginative and creative impulses, and the American way, which under the influence of the movement for industrial education shows dangerous tendencies in imitating too closely the German way. The construction part of the book is found in the last chapter where a proposed experiment in industrial education is outlined. It is the author's belief that, before establishing a system of industrial education like Germany's, or extending the makeshift attempts which have been introduced here in the United States, "it would seem well to undertake experiments which would stimulate the impulse of youth for creative experience, which would give them an industrial experience where the motive of exploitation is absent and where the stimulus was the content which the product of wealth offers." On a whole, the book should have a wholesome influence on the industrial education movement by freeing it from the German domination under which it has been laboring.

JACKSON, H. E. *A Community Center: What It Is and How to Organize It*. New York: Macmillan, 1918. Pp. xvi+158. Price \$2.00.

As stated in the Foreword, this monograph aims to make a suggestion toward an answer to the challenge of the World War to all thoughtful people to organize human life on saner and juster lines in the construction of a better